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WRIT 201.05: College Writing II

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WRIT 201 College Writing II: Rhetorics of Childhood and Youth

**prerequisite C or better in 101 or direct placement into WRIT 201*

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Meeting days/time: Tuesdays and Thursdays, 12:30-1:50

“**Rhetoric** is the faculty of discovering, in a given instance, the available means of persuasion.” Aristotle

“**Rhetoric** is the art of communicating thought from one mind to another, the adaptation of language to circumstance.”
Sister Miriam Joseph

“**Rhetoric** is the use of words by human agents to form attitudes or to induce actions in other human agents.” Kenneth Burke

“**Rhetoric** is language at play—language plus. It is what persuades and cajoles, inspires and bamboozles, thrills and misdirects. It causes criminals to be convicted, and then frees those criminals on appeal. It causes governments to rise and fall, best men to be ever after shunned by their friends’ brides, and perfectly sensible adults to march with steady purpose toward machine guns...It is made of ringing truths and vital declarations. It is a way in which our shared assumptions and understandings are applied to new situations, and the language of history is channeled, revitalized, and given fresh power in each successive age.” Sam Leith

“Because defining **childhood** is a means of defining and distributing power and obligation, studying childhood requires a radically altered approach to the questions of what constitutes knowledge and what animates the work of power and resistance. [. . . E]ngaging children as individuals worthy of study inevitably complicates how we process knowledge about the human subject.” Anna Mae Duane

“Although the concept of multiple **childhoods** has been in the discipline since its inception, it has tended to understand multiplicity in spatial and temporal ways: there is childhood there and childhood here; childhood then and childhood now. What has been less explored under this rubric of multiple childhoods is the multiplicity of childhood within a time-space; how racism, sexism and class shape childhood experiences, impact on children’s life chances and on how they form a sense of self.” Karen Wells

“A growing body of literature points to the importance of **childhood** as a conceptual category and as a social position for the study of a previously overlooked or marginalized group – children.” Mary Jane Kehily

Course Description

“When Americans hear the word “rhetoric” they tend to think of politicians’ attempts to deceive them [...] as though words had no connection to action [...]” (Crowley). During the course of this class you will learn that exactly the opposite is true: words *are* action and the more control you have over them, the more power they can give you. Our study this semester will focus on the way traditional rhetorical concepts are still powerful in contemporary American culture; you will have the opportunity to study arguments as a reader and enact those practices as a writer.

In our study and practice of rhetoric this semester we will engage with themes of childhood and youth. As a stage of life, childhood is a universal human experience, but at an individual level it is a highly personal one. Childhood is also culturally and historically situated. In our writings and discussions, we will be focusing primarily not on our own childhoods but on childhood and youth more broadly as sites for rhetorical analysis, argumentation, and problem-solving.

You are likely familiar with the adage that children are our future. Indeed, regardless of whether you ever have children of your own, young people embody a new generation that will face the political, environmental, and social problems they inherit from previous generations—so it is well worth asking ourselves how they might be best equipped to face these challenges. Youth intersects with facets of identity including race, gender, sexuality, ability, and religion, among others, opening the door to many possible realms of inquiry. Examining, evaluating, and constructing arguments will prove useful tools as we engage in our explorations.

Much of your work in this class will involve different kinds of collaboration, including small group workshops and discussions that will take place in class. Because writing development is an important process that takes place over time and across different writing situations, all WRIT 201 classes use portfolio evaluation as a primary means of evaluation. By the end of the semester you should be able to accurately and subtly assess a given rhetorical situation and make effective rhetorical choices based your assessment in order to write a graceful, convincing, beautifully written argument.

Respect:

It is imperative that you treat your peers with as much respect as you expect from them. I expect this course to be a supportive and respectful environment where everyone feels comfortable speaking without fear of being put down or embarrassed. If you fail to respect your classmates your grade will be affected.

In this course we will be discussing socially debated and, sometimes, conflict-laden issues. We will work as a class to create an environment that allows each member to share their ideas. This does not mean we have to agree with others' perspectives. Part of your educational experience is learning that you will disagree, sometimes radically, with people and that honest discussion is a way to learn to respect and value those disagreements.

Required Course Texts:

- *College Writing II: Rhetoric and American Cultures* (available at the UM bookstore only)
- Other texts posted on our course Moodle site (I ask that you print these these, so please allow for printing costs when budgeting for this class)

General Class Expectations:

- All reading assignments will be completed by the assigned date.
- All writing assignments must be turned in on time.
- **All major assignments must be typed. Please use 12 point Times New Roman font, double-space, and 1 inch margins on all sides.**
- All homework must be typed.
- Attend class.
- Actively, vocally, and appropriately participate in class discussions.
- Any individual assignments (including requests for conferences) will be completed by the assigned date.

WRIT 201 is an Intermediate Writing Course. The university learning outcomes include:

- Use writing to learn and synthesize new concepts
- Formulate and express opinions and ideas in writing
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

WRIT 201 Required Elements

I encourage you to talk with me at any time to better understand my comments or to discuss your overall progress and success in the class.

Grading -- you must earn a C- in this class to be awarded credit

Participation	35%
Final Portfolio	65%
<i>Consists of:</i>	
Major Assignment 1	
Major Assignment 2	
Major Assignment 3	
Major Assignment 4	
A revision of either Major Assignment 1, 2, or 3	

****You must turn in your portfolio and complete all major essays by their deadlines in order to receive credit for this course.****

Grading Policy: Students enrolled in WRIT 201 are graded by the traditional letter grade A, B, C, D, F or are given NC for no credit. The NC grade does not affect grade point average. It is reserved for students who have worked unusually hard, attended class regularly and completed all assignments, but whose skills are not at a passing level at the end of the semester.

Major Assignments

Expect to write four essays and make major revisions over the course of the semester, in addition to other short writing assignments in and out of class. I will give you a detailed assignment sheet as we begin each of these major assignments.

You will have the chance to develop all of your major projects through a process of inquiry and drafting. You'll compose papers in and out of class, alone and with your small group. All inquiry projects must be completed for you to pass the course. I will respond to these projects with written comments focused on suggestions for revision, but I will also assign grades to help you know where you stand on a specific project.

Major Inquiry Projects:

Assignment #1: Rhetorical Analysis

- 4-5 pages; due 9/28 (Peer Review 9/23)

Assignment #2: Persuasive Researched Essay

- 6-8 pages; due 10/26 (Peer Review 10/21)

Assignment #3: Proposal

- 5-7 pages; due 11/18 (Peer Review 11/16)

Assignment #4: Proposal Transmittal Essay

- 1 page; due 11/23

Attendance

Students who are registered for a course but do not attend the first two class meetings may be required to drop the course. This is university policy and the reasoning behind it is that important groundwork for the semester is put in place in the first few class meetings. Students without that foundational framework are better served by taking the course when they can give it the attention it deserves. This rule allows for early identification of class vacancies to permit other students to add classes. Students must drop the course through CyberBear to avoid receiving a failing grade.

More than two absences from a TR class will compromise your grade. 5 or more absences from a TR class will result in a failing grade. Here's the breakdown.

3rd absence: final grade drops one letter grade (for example, A drops to B)

4th absence: final grade drops two letter grades (for example, A drops to C)

5th absence: final grade is an F

Here's the reasoning behind the attendance policy. Without attending class, you cannot perform your role as a student

involved in learning, planning, inventing, drafting; discussing reading and writing; learning and practicing rhetorical moves and concepts; or collaborating with your instructor and classmates. Personal situations inevitably arise that make it impossible for you to make it to class. Remember, however, that's why a few absences are allowed; please reserve those for emergencies.

Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. I will excuse absences for reasons of illness, religious observance, cultural or ceremonial events, military service, public service (such as jury duty), or participation in a University sponsored activity only when students provide appropriate documentation. (University sponsored activities include ASUM service, music or drama performances, and intercollegiate athletics.) Students who know they will be absent should contact me in advance. **In the event that an absence is excused, the student must make up any required activity and/or work that took place on the day of the absence. Failure to complete activities/work conducted on days when a student was absent will result in a grade deduction.**

Students in the National Guard or Reserves are permitted excused absences due to military training. Students must submit their military training schedule to their instructor at the beginning of the semester. Students must also make arrangements with the instructor to make up course work for missed days due to military service.

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

If you must miss class, *you are responsible* for obtaining any handouts or assignments for the class. Make sure you talk with me in *advance* if you are worried about meeting a deadline or missing a class.

Participation. Participation includes coming to class prepared and on time, taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each class. Note: Please come to class on time. Lateness will hurt your grade because it is an unnecessary interruption and because latecomers are likely to miss valuable information. Please see *Participation Grade Descriptors* for more information.

Late Work.

Your work needs to be typed, printed, and in class with you to be considered "on time".

- ★ Late or handwritten homework does not receive credit.
- ★ Late formal essays/major assignments will not receive revision comments and will receive a grade deduction.
- ★ You are always welcome to complete assignments early if you will be missing class.

Academic Conduct. You must abide by the rules for academic conduct described in the Student Conduct Code. If you have any questions about when and how to avoid academic dishonesty, particularly plagiarism, please review the Conduct Code and talk with your instructor. The Council of Writing Program Administrators describes plagiarism as follows: "plagiarism occurs when a writer deliberately uses someone else's language, ideas or other original (not common-knowledge) material without acknowledging its source." Academic honesty is highly valued in the University community and acts of plagiarism will not be tolerated.

Plagiarism Policy. If I suspect that something a student has written has been plagiarized, in full or in part, intentionally or unintentionally, I take the following actions:

- I alert the student of areas of the text that are suspicious

- the student receives no credit on the paper, pending failure, and it is up to him/her to prove that he/she turned in original work
- each student is asked to provide me with hard copies of the research she/he used in writing the paper
- if the student cannot provide documentation of her/his research, the student will fail the paper

*these measures are also put into action when a paper is poorly cited. When a student brings his/her research to me I use the time to talk with them about citation and make sure that they understand how and when to cite in the future.

In the case that the student is unable to provide evidence of his/her original work, or in the case that I have evidence that the student has intentionally plagiarized his/her work:

- the student will automatically fail the given assignment
- the student may fail the course unless, at my discretion, I offer alternative assignments and/or conditions
- I may pursue a plagiarism citation unless, at my discretion, I offer alternative assignments and/or conditions
- the student may receive alternate assignments, etc. to avoid failure. In this instance, all conditions must be met. I need to see evidence of excellent work and effort, and work must be completed on time.
- all other previously established conditions in the class (i.e. attendance, participation, homework grades, etc.) still stand and can still cause a student to fail the course
- in the case of blatant or egregious offenses, I will not negotiate against course failure and will pursue a University Citation of Plagiarism

Masks and Face Coverings (from UM's Coronavirus Information webpage and 8/24 email)

Masks are *required* on campus in the following areas:

- Classrooms and laboratory settings;
- Curry Health Center;
- Clinical settings within the College of Health;
- UDASH and Mountain Line Busses (as required by the Transportation Security Administration)

All students, employees and visitors can pick up disposable or reusable masks at a variety of locations across the campus, including most student services offices and the Griz Card office in the University Center.

If you are unable to wear a mask, please contact the Office of Disability Equity or your academic adviser to work through your options. Failure to wear a mask in class or lab may result in loss of your ability to remain in the class and a disciplinary referral to Community Standards.

Students with Disabilities

Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me privately after class or in my office. Please be prepared to provide a letter from your DSS Coordinator. DSS at UM encourages "...students to request modifications early in the semester. Students are also advised by Disability Services to make an appointment with the instructor in advance...Retroactive modification requests do not have to be honored." https://www.umt.edu/dss/Faculty/Frequently_Asked_Questions.php

Participation in University Assessment (UPWA)

This course requires an electronic submission of an assignment stripped of your personal information to be used for educational research and assessment of the writing program. Your paper will be stored in a database. This assessment in no way affects either your grade or your progression at the university.

The Writing and Public Speaking Center

The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. We're ready when you are. www.umt.edu/writingcenter.

Portfolio Grade Descriptors for WRIT 201

A Superior portfolios will demonstrate initiative and rhetorical sophistication that go beyond the requirements. A portfolio at this level is composed of well-edited texts representing different writing situations and genres that consistently show a clear, connected sense of audience, purpose and development. The writer is able to analyze his or her own writing, reflect on it, and revise accordingly. The portfolio takes risks that work.

B Strong portfolios meet their rhetorical goals in terms of purpose, genre, and writing situation without need for further major revisions of purpose, evidence, audience, or style/mechanics. The writer is able to reflect on his or her own writing and make some choices about revision. The writer takes risks, although they may not all be successful.

C Consistent portfolios meet the basic requirements, yet the writing would benefit from further revisions of purpose, evidence, audience, or writing style/mechanics (or some combination) and a stronger understanding of rhetorical decision-making involved in different writing situations and genres. The writer composes across tasks at varying levels of success with some superficial revision. The writer has taken some risks in writing and exhibits some style.

D Weak portfolios do not fully meet the basic evaluative standards. Most texts are brief and underdeveloped. These texts show a composing process that is not yet elaborated or reflective of rhetorical understanding related to composing in different genres and for a range of writing situations. Texts generally require extensive revisions to purpose, development, audience, and/or style and mechanics.

F Unacceptable portfolios exhibit pervasive problems with purpose, development, audience, or style/mechanics that interfere with meaning and readers' understanding. Unacceptable portfolios are often incomplete. A portfolio will also earn an F if it does not represent the writer's original work.

Participation Grade Descriptors for WRIT 201

A Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his/her verbal, electronic, and written contributions. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight.

B Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, specific, and helpful.

C Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop or conferences, suggestions to group members are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

D Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.

F Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. In workshops or conferences, the student has a pattern of missing, being completely unprepared, or being disruptive.